Langlee Primary School Nursery
Day Care of Children

Langlee Primary School
Langlee Drive
Galashiels
TD1 2EB

Telephone: 01896 757892

Type of inspection: Unannounced

Completed on: 6 June 2018

Service provided by: Scottish Borders Council
Service provider number: SP2003001976

Service no: CS2003016099
About the service

Langlee Primary School Nursery Class, referred to as the nursery class in this report, is registered with the Care Inspectorate to provide a service to a maximum of 100 children at any one time aged between two years to not attending primary school, of whom no more than 26 children are under three years.

At the time of our inspection the service were operating a pilot scheme for the government policy of providing children with 1140 hours of childcare. Children were accommodated in the service for a whole day session, which included lunch.

The nursery classes are part of Langlee Primary School. The building is a new school opened in August 2017. There were two classrooms and a central atrium area. At the time of inspection one classroom accommodated children predominantly under the age of three years although these children could move freely to the outdoor area and the main playroom at certain times of the session. The other playroom accommodated children aged between three and five years. There were toilet areas, kitchen area and an outdoor area.

The nursery had carried out a task to develop new aims, values and vision for the nursery. This had been done in consultation with staff and parents had contributed to their development.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland’s national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

We spoke to a number of children during our visit. Children told us that they liked nursery. Several said that playing outside was the best thing. Children were confident with staff and sought reassurance and comfort when necessary. Staff showed a good understanding of children’s needs, likes and dislikes which helped children feel secure in the nursery environment.

We issued 30 care standard questionnaires as part of the inspection process. Eight parents responded to our questionnaire. Comments from parents included:

‘I have been delighted with the careful nurturing and stimulation of our child. The staff are welcoming and know our child very well. A lot of time is spent outside which we approve of.’

‘The staff are great and very friendly. They have worked very well with my child and support them where necessary.’

‘Very nice place to be for any child. Staff are very helpful and if you need advice they can give it.’

‘Our child has thrived since starting. Absolutely faultless.’

‘The outdoor play area is quite poor and should be improved.’

‘Staff are amazing and I can ask them for support. They know how to settle children in and always help me with anything I need to know.’
Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed the nursery improvement plan and quality assurance work. Some priorities for improvement had been highlighted which were specific to the nursery.

From this inspection we graded this service as:

- Quality of care and support: 4 - Good
- Quality of environment: 3 - Adequate
- Quality of staffing: 3 - Adequate
- Quality of management and leadership: 3 - Adequate

Findings from the inspection

Children were welcomed warmly into nursery by staff. There were good examples of staff gathering information from parents to help them support children. A number of staff knew families well and this relationship helped them provide advice and suggestions for a wider range of support, which supported families as a whole. Parents who responded to the care standard questionnaire commented on the good levels of support offered to them and their children by the service.

Registration information was collected about each child and was enhanced by the personal plan information which detailed how individual children were being supported. Where a child needed an individual education plan there was evidence that this had targets and records were on the whole well maintained. We advised that progress could be monitored more regularly.

Children’s progress was recorded in their learning journey along with some tracking of progress. Generally these provided staff and parents with a good overview of their child’s progress. We asked staff to record significant learning and the learning outcome if appropriate. This would give a better understanding of each child’s learning and development.

Planning for play and learning was in place but needed to be reviewed to ensure that good practice documents such as Pre-birth to Three and Building the Ambition were taken into account for children under three years. As often as possible all staff should be involved in the planning process to ensure that they all knew the plan for the day and take ownership of the activities and their evaluation.

The nursery was providing full day care as part of a government initiative pilot. Providing lunch for a large number of children provided a significant organisational challenge and resulted in a poor experience for children. Staff tried hard to make lunch positive and did ensure that all children had something to eat and drink but opportunities for independence and children’s choice were limited.

Transitions between activities such as before and after lunch were not a positive experience for children over the age of three. To accommodate the organisation of lunch children had group time before lunch. Children were disinterested in the activity on offer and many became disruptive. Whilst we acknowledge that preparing to serve...
lunch to upwards of 50 children needs organisation, children should not be encouraged into one area to accommodate this process. This was also the case after lunch where children did not have the choice of indoor or outdoor play as lunch needed to be tidied away and staff breaks accommodated.

Children could have a sleep if they wished during the session. Staff had ensured that there was a designated area for sleep in the under three room. Staff monitored sleeping children appropriately but there were not enough mats for children leading them to sleep on bean bags or a cushion which was not good or safe practice.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The nursery was an integrated part of the primary school. The new build provided children with two main playrooms, a central atrium area, toilets and nappy changing areas. The outdoor area was accessed from the playrooms. On the day of our visit it was apparent that the space allocated to the nursery was not working well. We have had discussion with the head teacher regarding how to best use these spaces and have accepted the plan for the next academic year. This should improve outcomes for children using the nursery by providing another dedicated room and enabling free flow between the groups.

A start had been made to using loose and natural resources indoors to promote imagination and curiosity but this was in the early stages. More use of these items had been implemented outdoors to good effect. Children had access to the outdoor area for the majority of the day. Staff, children and parents had been included in the continuing development of the area. Staff were looking at ways to use the very steep bank surrounding the play area to see if there were any solutions to facilitate its use.

The quality, layout and aesthetic appeal of play activities for children over three needed to be significantly improved. Increased opportunities for literacy to include the use of such things as snack menus, accessible name labels for own art works, improved and a better resourced writing area were needed. A richer environment for creative arts such as music area, puppets, stories and dressing up needed developed to offer children richer opportunities for working together, expressing their feelings and problem solving. We asked staff to use good practice guidance to evaluate the environment and use more responsive and less adult led planning to ensure that children were engaged and excited by their learning. (See recommendation one.)

To help keep children safe risk assessments were in place for indoors and outdoors. There had been a high number of accidents in the nursery and we asked senior staff to audit these to assess if there was a pattern to time, event or children involved. An action plan to reduce these accidents should be put in place to improve safety.
Recommendations

Number of recommendations: 1

1. To develop an environment which is attractive and provides children with a wide range of learning opportunities staff should evaluate and make improvements to the playroom environments using good practice guidance. Health and Social Care Standards. My support, my life. Standard 1.30 and 1.31.

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

Staff were committed and capable of promoting positive outcomes for children. Staff held a childcare qualification and used their knowledge of child development to provide a good level of nurturing care and staff working with children under three years had made good use of their knowledge of schematic play. To complement their skills staff could take more ownership of their own learning, to extend their professional knowledge around areas such as supporting children with their learning and the development of the playroom environments.

There were acknowledged challenges in the staff team. The nursery had increased in the number of children quite significantly in the last year and the staffing had lacked continuity. Additional staff needed to be employed to ensure that children’s needs could be met and this was being addressed. Changes had limited the time that staff could get together as a group resulting in a fractured team. Although challenging we have asked the senior staff to look at ways to enable regular staff meetings and support and supervision sessions. This would assist with communication, promote consistency of practice and defining roles and responsibilities within the team. (See recommendation one.)

Some staff in the nursery were from the local authority staff bank. To help these temporary staff meet the needs of children in the nursery we suggested that it would be good practice to develop a short induction booklet. This would give information on policies and procedures such as mobile phones, sickness, health and safety and what was expected in terms of adult/child interactions and routine for the day.

In order to monitor staff performance and identify areas of good and developing practice the local authority appraisal system was used. Due to staffing difficulties this had not been completed at the time of our visit. We suggested to senior staff that to make best use of this system those carrying it out should have a good understanding of the quality of the staff members practice, gained through observation or peer review. This will enable senior staff to assess the roles best suited to staff and training which would interest staff and meet the objectives of the nursery.

Requirements

Number of requirements: 0
Recommendations

Number of recommendations: 1

1. To help support staff and develop their professional roles and practice, senior practitioners should look at ways to enable staff meetings and increased opportunities for supervision and support meetings. Health and Social Care Standards. My support, my life. Standard 4.27.

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We have commented in this report on the changes to premises, staffing and hours of operation in the nursery. There were also new management arrangements with a new head teacher and two senior practitioners. Senior staff met with the head teacher regularly to discuss management issues and lines of communication between the head teacher and senior practitioners were effective.

Staff and parents had been made aware that the senior practitioners were responsible for the day to day management of the nursery. We suggested the further development of roles and responsibilities within the nursery would assist with embedding the role of senior practitioner. We spoke to senior practitioners about accessing further leadership training to enhance the training and support currently given by the local authority.

Work had been carried out to develop a statement for the shared aims, vision and values of the nursery class. Parents and staff had been included in this process. Work needed to continue to develop an implementation plan to identify how the framework would work in practice.

Some work had been carried out to assess the quality of the nursery provision. This needed continued development. Along with using government frameworks for assessment such as How Good is our Early Learning and Childcare and Building the Ambition senior staff needed to include further moderation of personal plans, learning journey’s and auditing of medication storage and records and accidents and incidents. (See recommendation one.)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. To ensure that children experience high quality care and support based on relevant evidence, guidance and best practice procedures for comprehensive evaluation, auditing and monitoring should be implemented. Health and Social Care Standards. My support, my life. Standard 4.11.

Grade: 3 - adequate
Previous requirements

Requirement 1

To support children’s individual health, welfare and safety needs the provider must ensure that personal plans are in place for each child. These should be reviewed and updated at least every six months in consultation with parents.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011, 210) 5 (2) (a), (b), prepare a written plan which sets out how the service users health, welfare and safety needs are to be met.

Timescale for completion: Within one month of this report.

This requirement was made on 7 October 2016.

Action taken on previous requirement
Personal plans were in place and completed where necessary by staff.

Met – within timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The provider should put in place a monitoring system to ensure staff are supported to promote children’s health, wellbeing, learning and development.

National Care Standards for Early Learning and Childcare up to the age of 16: Standard 4 - Engaging with children, Standard 14 - Well-managed service.

This recommendation was made on 7 October 2016.

Action taken on previous recommendation
Monitoring of information collected about children was in the early stages and plans were in place. This recommendation was met.
Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<td>Unannounced</td>
<td>Care and support: 4 - Good</td>
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<td>Environment: Not assessed</td>
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<td></td>
<td></td>
<td>Management and leadership: 4 - Good</td>
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